

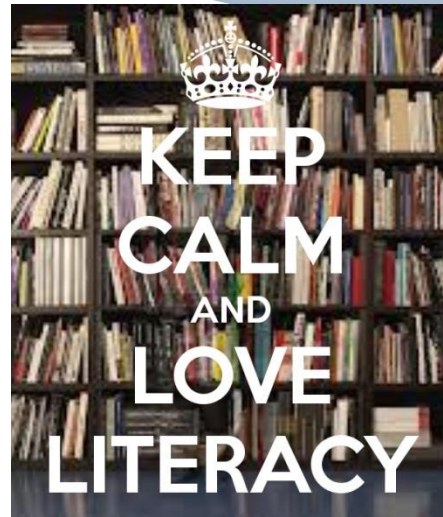


Spanish vs. English Literacy Skills

How can we bridge
languages?



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*Learning Objectives

- * 1. Explore activities that you could utilize in your classroom on Monday.

SORT and MINGLE

Literacy Development

What do you think of?

Sort and
Mingle



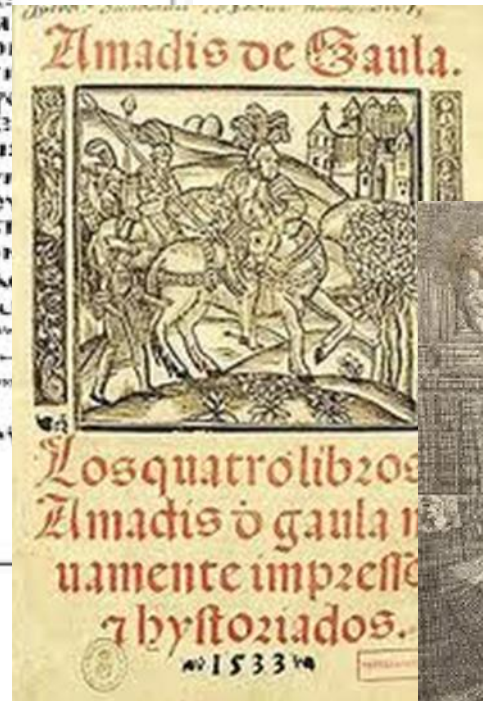
* Learning Objectives

- * 1. Explore activities that you could utilize in your classroom on Monday.
- * 2. Discuss differences in Phonemic Awareness activities in Spanish and English.
- * 3. Identify errors typical of Spanish-speaking students and why they make them.
- * 4. Contrast various word analysis methods in both languages.
- * 5. Articulate commonalities in regards to Phonics in Spanish and English.

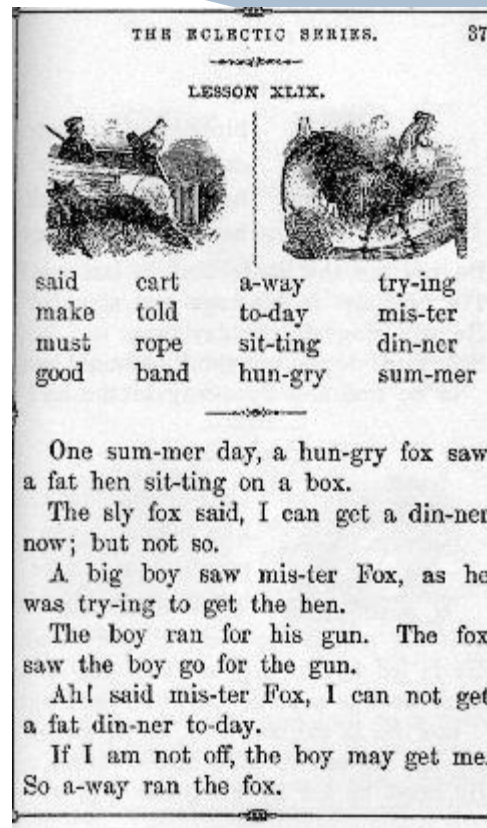
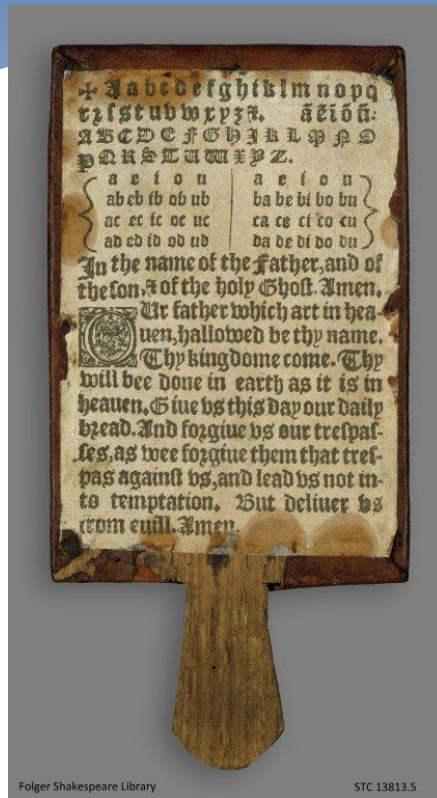
Agenda

- * History/Methodologies
- * Phonemic Awareness
- * Phonics
- * Grammar
- * Transferrable Skills
- * Sociolinguistics
- * Questions

Reading: A Timeline



Reading Methods



Silabario



- * Vowels first
- * Adding a consonant
- * Joining syllables

"Reading is not walking
on the words; it's
grasping the soul of
them."

(Freire, 1985)



Criticism of Synthetic Methods

Count the Fs

FINISHED FILES ARE THE RESULT OF YEARS OF
SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF YEARS.

F

Blended Approach

make connections

semantics

Phonics

alphabet

strategies



syllables

sounds

syntax

opportunities to talk about what they've read

Polleverywhere



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Phonemic Awareness

Refers to the ability to
**detect, isolate, blend,
segment, and manipulate
words**

Phonemic Awareness

Blend: “la” and “ta” make “lata”

Segment: “mapa” into “ma” “pa”

Manipulate: Change the “o” in “niño” to “a” to form the word “niña”

Phonemic Awareness

Refers to the ability to
detect, isolate, blend,
segment, and manipulate
words

Phonemic Awareness

- * Can students “hear” the subtle difference between phonemes?
- * Can students replicate the sounds they hear in an isolated manner?

Phonemic Awareness

English

Spanish

26 letters / 44 sounds

27 letters /24 sounds

5 vowels /13 sounds

5 vowels / 5 sounds

“What sound does the ‘a’ make?”

a

s

cat

Spanish

cape

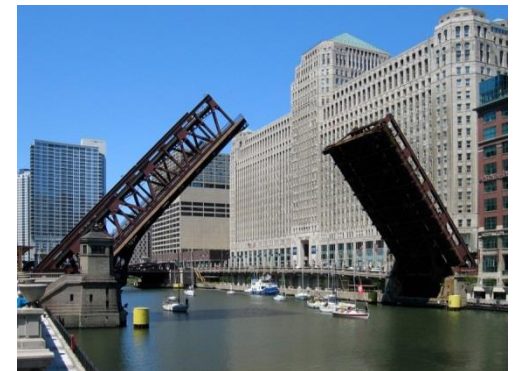
buzzes

father

pleasure

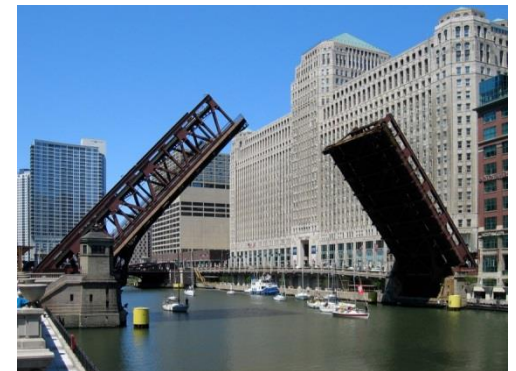
Bridge

- * In English we refer to individual sounds where as in Spanish it is more natural to refer to the syllable.
- * In Spanish letter **sounds** are taught more so than the **letter name**
- * Help students “hear the sounds”



Bridge

The earliest oral blending exercises use words that begin with continuous consonants such as *s*, *m*, *n*, *f*, *r*, and *z*. These consonant sounds can be sustained without distortion.



What We Know

- * [History/Methodologies](#)
- * [Phonemic Awareness](#)
- * [Phonics](#)
- * [Grammar](#)
- * [Transferrable Skills](#)
- * [Sociolinguistics](#)
- * Questions



Phonics

The system of relationships between written letters and sounds in a language.

English	Phonics	Spanish
<p>8</p> <p>oi- boil oy- boy</p> <p>au- haul aw- saw</p> <p>ew- new ow- cow</p> <p>oo- moon/look</p> <p>ou- mouth</p>	<p>Both have diphthongs</p>	<p>5</p> <p>ai- bailar au- jaula</p> <p>ei- seis eu- feudal</p> <p>oi- oigo</p>
<p>bread, float, glow, please, clever, dream, trick</p>	<p>Both have beginning blends of r and l</p> <p>bl/br fl/fr gl/gr pl/pr cl/cr dr/tr</p>	<p>brincar, flotar, gritar, prometer, creer, drama, truco</p>
<p>Has s blends and three letter blends (sl-, st-, sc-, sm-, sw-, str-, spl-, -tch)</p>	<p>S blends?</p>	<p>Does not have initial s blends or three letter blends</p>

Phonics

Researchers say that Spanish-speaking pre-readers are better able to segment words in syllables as compared to phonemes (individual sounds)

pa-to is more natural than p-a-t-o

Chocolate

- * Explicit instruction of syllables is an integral part of Spanish literacy.
- * Syllable instruction should follow a particular order.



Fonética

Las vocales

va ve vi vo vu

que qui

Las silabas

ga go gu

Z, C, S words

ma me mi mo mu

gue gui

Sinfones más vocal

pa pe pi po pu

ra re ri ro ru

bla, ble, bli, blo, blu, bra,
bre, bri, bro, bru

sa se si so su

rra rre rri rro rru

cla, cle, cli, clo, clu, cra, cre,
cri, cro, cru

ta te ti to tu

ge gi

fla, fle, fli, flo, flu, fra, fre, fri,
fro, fru

la le li lo lu

ya ye yi yo yu/lla lle lli llo llu

gla, gle, gli, glo, glu, gra,
gre, gri, gro, gru

da de di do du

ja je ji jo ju

pla, ple, pli, plo, plu, pra,
pre, pri, pro, pru

na ne ni no nu

ña ñe ñi ño ñu/na ne ni no
nu

tra, tre, tri, tro, tru

ba be bi bo bu

cha che chi cho chu

dra dre dri dro dru

ca co cu

H muda

Diptongos

fa fe fi fo fu

za ze zi zo zu

ai, ei, oi, au, eu

Onset-rime Structure is Universal

Spelling patterns assist in decoding in BOTH languages.

Finding rhyming words (or manipulating words by changing the onset) is useful in English decoding but....

How about in Spanish?



Which is a more helpful analysis of words?

-ain words	-all words
Main	Ball
Obtain	Call
Grain	Tall

Noun	Adjective	Verb	Adverb
Anger	Angry	Anger	Angrily
Hunger	Hungry	Hunger	Hungrily
Baker, bakery	Baked	bake	

Word Families in Spanish Literacy (Raices o lexemas)

- * 1) mar, marinero, bajar, marino
- * 2) competición, competidor, competir
- * 3) provecho, aprovechar
- * 4) medir, medida,
- * 5) juego, jugar, jugador
- * 6) distraer, distracción
- * 7) carne, carnicero, carnicería, carnívoro*
- * 8) flor, florista, florero, florería*
- * 9) llave, llavero, llavera, llavín
- * 10) campo, campesino, campestre,
- * 11) niñería, niño, niñez, niñera, niñita
- * 12) arte, artista, artístico, artesano
- * 13) caminador, caminata, caminar,
- * 14) pan, panadería, panadero



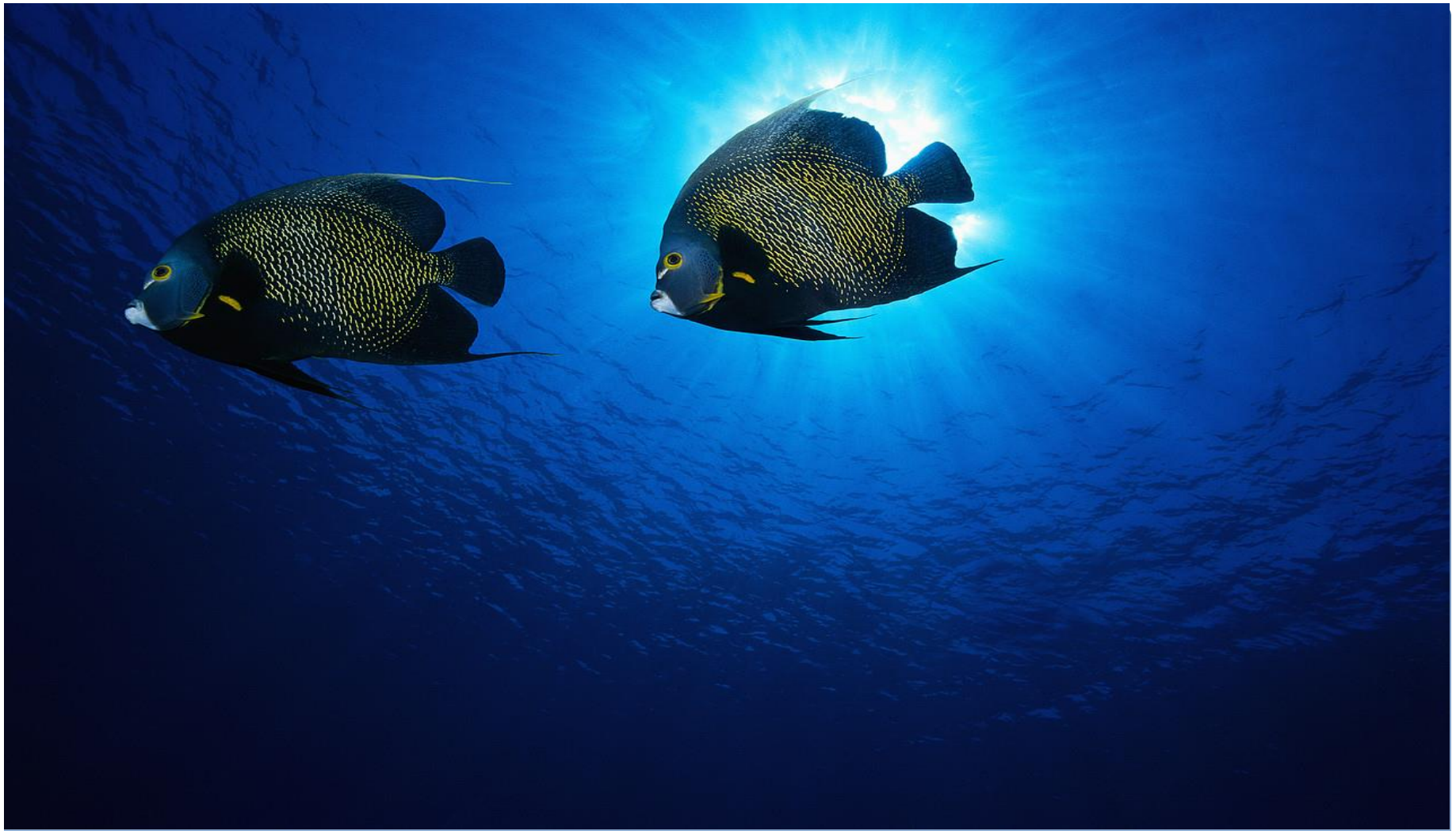
“Sound it out.”

strolled

jumped

landed

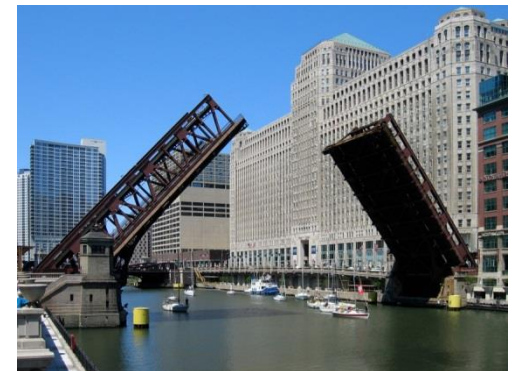
- * The letters ‘ed’ on the end of ‘strolled’, ‘jumped’ and ‘landed’ all mark the past tense, but are pronounced in three different ways. How is “-ed” pronounced?



How do you spell the
word ghotio ?

Bridge (bilingual perspective)

- * Spanish and English phonics are taught differently
- * Materials translated from English to Spanish may not utilize correct sequence of phonics
- * Rhyming words are not as helpful in Spanish as they are in English



Bridge

- * “Sound it out” does not work consistently in English
- * Word Families can be a valuable tool in word analysis



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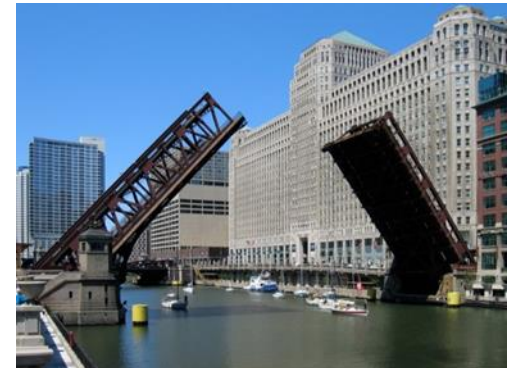


Common errors

1. The car red is cool.
2. He no help.
3. She no write nothing.
4. My mother ate a sandwich. Was hungry.
5. This is the homework of my brother.
6. Julia is going to the beach?
7. This book is more long.
8. I cut the finger.

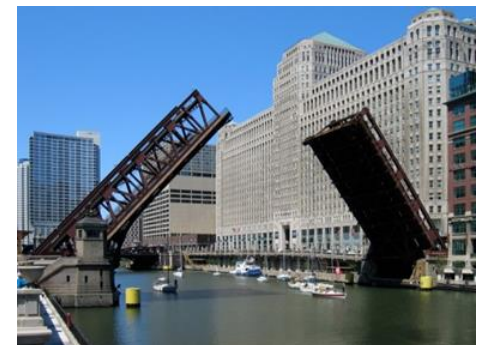
Bridge

- 1.Descriptive adjectives come after nouns
- 2.For negation “no” is placed before verb
- 3.Double negatives are used for negation
- 4.Subject pronouns can be omitted when subject was previously identified



Bridge

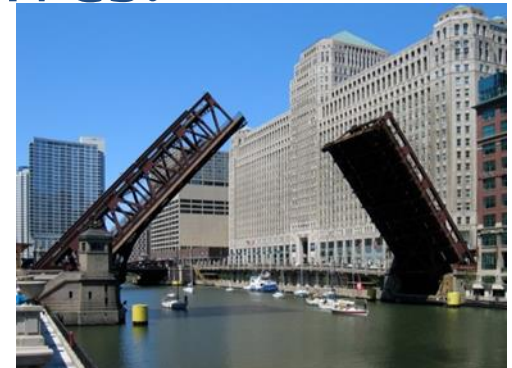
- 5. For possessive forms modifier is placed after the noun
- 6. Intonation is used to ask a question rather than inverting the noun and verb



Bridge

7. Comparison is generally shown by placing the word “more” in front of the adjective rather than using the comparative form

8. Articles are frequently used with the body parts rather than possessives.



Grammar (continued)

English

- * few written accents, tildes, umlauts
- * Capitalization rules
- * Strict SVO
- * Many prepositions

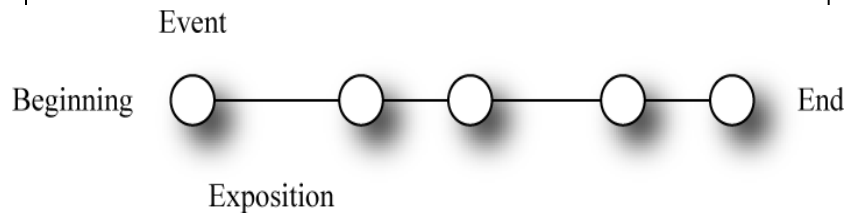
Spanish

- * many written accents, tildes, umlauts
Ojalá, baño, pingüino
- * Capitalization rules
domingo, enero
- * Flexible SVO
- * Fewer prepositions

Grammar

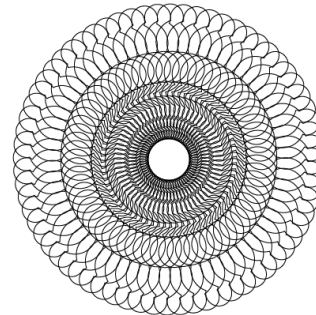
English

- * Focus on fact/need of event
- * Story line is linear



Spanish

- * Focus on description of event
- * Story line is circular



Bridge

- * Expectations of student writing in English and Spanish will vary with the increased diacritic symbols in Spanish.
- * Explicit teaching of capitalization and word order rules can help
- * Grading writing in Spanish should look different in the two languages.



Grammar

- * We sat at the beach.
- * We sat on the beach.
- * We sat by the beach.

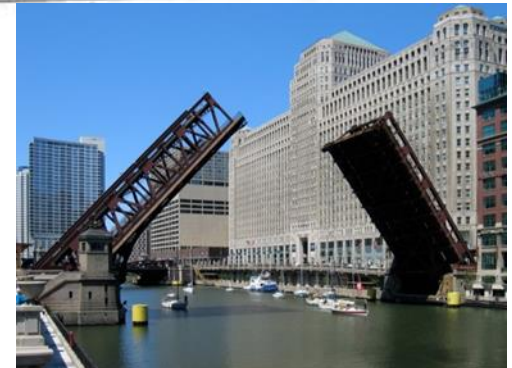
Prepositions

- * A preposition tells a reader **when** and **where** something occurred as well as **how** it occurred.
- * 9 potential spatial relationships
- * In English we use (or can use) 9 separate prepositions.
- * In Spanish we use only 3 prepositions.

Bridge

Figure 10.5. Basic spatial relationships: English vs. Spanish

	<i>English</i>			<i>Spanish</i>		
	(a)	(b)	(c)	(a)	(b)	(c)
(1) Location:	<i>in</i>	<i>on</i>	<i>at</i>			
(2) Direction:	<i>into</i>	<i>onto</i>	<i>to</i>		<i>en</i>	<i>a</i>
(3) Origin:	<i>out of</i>	<i>off(of)</i>	<i>from</i>		<i>de</i>	



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Reading : What transfers from L1 to L2?

- * Concepts
- * Directionality
- * Sequencing
- * General skills in decoding
- * Reading strategies
- * self-confidence in literacy (Calero-
- * Activation of semantic and syntactic knowledge
- * Knowledge of text structure
- * Using reading cues to predict meaning
- * Awareness that there are different purposes for reading

What does not transfer

- * Vocabulary
- * Grammar rules
- * Orthography
- * Social Discourse



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Sociolinguistics





Closing thoughts

**Be grounded in theory.
Empower yourself to be able to
effectively answer the question,
“Why are you teaching Reading
this way?”**

Give Two Get Two

- * Stroll and Stop (to find a partner)
- * Give Two, Get Two: give your partner two ideas from your notes page/or mind and you will get two ideas from your partner.

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Resources

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- * <http://www.shiporsheep.com/>
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